

343-8163

Bates

Ref 342-3100 (LaFlore)

Guidance Counselor

Mobile Schools

Dani D'annay

CH 344-4806

H 343-1586

ac. Hellestad

Juda Lou Schell
Chatom Public Sch.

1-847-2823

John Pettibone, Ph.D.

H. 342-7891

W. Communications

David
Fr. Barbbridge

Betsy Hines

H-675-7380

RELIGION: If there is no God...

First, I need to say that this book is readable and the ideas with which it deals are understandable -- and that, given the current state of scholastic literature -- seems to be a miracle. I, for one, am eternally grateful to the persons involved in putting this book into readable English.

Secondly, for the first time I begin to understand some of the philosophic precepts with which the book deals. Like a lot of other people who enjoyed a secular education, I took one philosophy course (101??) and enjoyed it, but was bored with the endless harping about questions similar to "How many angels can dance on the head of a pin?" I honestly don't care. Any work, then, that begins with proofs about the existence of God loses me. I am a Protestant, from a long line of Protestants -- most of them in the church -- and from Free Church tradition at that, I agree with the statement by Kolakowski in his chapter on religious language that "to admit to God's existence as a theoretical proposition has little to do with genuinely religious acts of belonging." Religious language, as we discussed previously is mythic language, and deals with the language of myths, not rational propositions, and to confuse the two is absurd.

As one raised in reformed church tradition, I fully agree that "scholastic methods of supporting religious truth with rational arguments were progressively losing credibility and efficacy, and although the masters of the mediaeval schools never stopped exercising their semantic and logical skills, they were soon to be regarded as uninteresting remnants of a past age, incapable of competing with, let alone of matching, new intellectual trends..." Certainly the awareness of religion as myth, in the best sense of that word, was beyond the mediaeval mind.

Kolakowski says

People become participants in (the mythic) communication system through initiation or conversion and not through a smooth transition or translation from the secular system of signs. Whatever people say in religious terms is understandable only by reference to the entire network of signs of the Sacred...People are initiated into the understanding of religious language and into worship through participation in the life of a religious community, rather than through rational persuasion...The Jews believe, that the understanding of Torah is possible only through partaking in the life of the Jewish people; the spoken text has priority over the script and the proper seat of the Torah is the memory of the faithful.

If this is so, then to try to use rationalistic tools to interpret mythic language is open to ridicule, it is patently absurd. One is speaking in two radically different languages; languages which do not translate. If indeed, scientism is the root of the problem, one must recognize that scientism is, in itself, an archaic belief -- it is an ideology which states that cognitive value is defined by the proper application of scientific methods, but what scientific methods can one apply to a myth? "Religious truth can never properly be crammed into intellectual forms... The only reliable access to religious truth is by way of a private experience which cannot be satisfactorily rendered in intersubjective discourse."

Meister Eckhart says

Do not imagine that your own intelligence may rise to it, so that you may know God. Indeed, when God divinely enlightens you, no natural light is required to bring that about. This natural light must in fact be completely extinguished before God will shine in with (God's) light.

Having said that, I must further state that I am solidly on the side of the Mystics, and hallelujah! there is eros in religion! (Down with rationality, up with the erotic!) I may be overreacting, but the rational seems to deaden religious faith, while the mystical seems to enliven it -- and so much of religion is already moribund that anything which brings life back into it has to be an improvement.

awareness of guilt -- and those which look forward, like the fear of divine punishment, scruples, hope, deliberations over actions taken... The radical mystic is beyond good and evil in the same sense that God is.

Kolakowski does not forget that not all mystics got there in an instant but came by way of pilgrimage

To some this happens in sudden unexpected moments of illumination, others go through long periods of agony, lost in a "spiritual desert," in despair and in the certainty of being condemned. All gain an unshakeable and direct, non-intellectual knowledge, immune to criticism, of what the metaphysicians in their idiom hold to be the fundamental tenets of a religious world picture: God's necessity and the contingency of the world.

Kolakowski continues:

Most mystics have never bothered to phrase the question of Faith and Reason in categories which were familiar to philosophers. They have in common a strong negative conviction that profane Reason and "human" logic could be of no help in anything that really matters in human life, i.e., union with God and knowledge of (God)...others speak of a higher cognitive faculty...which affords us insight into the divine infinity and which is guided by principles of its own... principles which turn out to be opposed to, rather than supplement, the rules of common logic...

The mystics then conclude:

...knowledge about God lies beyond the power of language and appears paradoxical..God has no name and that one has an equal right either to apply or refuse to (God) any name; since our thinking is incapable of grasping the divine unity, no assertion and no negative, may, properly speaking, be uttered about God...When we speak of God, we should remember that our words can never properly grasp the reality they pretend to depict.

Sebastian Franck seems to sum up one possibility:

Properly speaking, God in himself is nothing. He is without will, effects, time, place, person and names. He becomes something in creatures, so that only through them does he receive existence.

One of the modern writers says that we "God each other." In effect, the only experience people have of God is through the believer.

Our rituals, depending as they do on our myths, must also behave differently, and Kolakowski says of the Eucharist,



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It could not, by any ingenious linguistic manipulation, be given a form which might remotely meet profane standards of intelligibility. This is not to say, however, that what was supposed to happen in the ritual was intrinsically meaningless. It was understandable to believers within the entire system of ritual symbols; all acts of communication with a numinous reality belong within this system and none of them is in a better or worse position from the standpoint of norms governing profane perception or thinking.

That having been said, what can we say about God? The mystics' God might be held to some other set of rules than pure logic. God is free to act in any way that God chooses, and God is necessary might be posited, however...

First, if the absolute may be called free in the sense that nothing other than himself causes his acts, and necessary in the sense that no potentialitis can be concealed in him, that he is whatever he can be, then it would be proper to say that both these attributes -- freedom and necessity lose their meaning when applied to him... Since God's acts are both free and necessary in a sense that ours cannot be (we know what it is to be unfree) and since both qualities in him follow from his being actus purus, it appears that it is the same thing to say that his actions are free and necessary. This amounts to saying that the absolute Being is beyond the opposition free/necessary, and thus that we cannot understand him.

God cannot stop being Almighty. Since the only act God cannot do is terminate Godself, and since this inability is built into his necessary existence, which in turn implies the absence of any limitations, it appears that when we say God "cannot" do something, we are reaffirming God's omnipotence; God cannot stop being almighty.

Does God exist? Who knows, other than the mystics? There are arguments that say yes, and no. And if one thought logically, and thank God mystics do not, one might reason thusly with St. Thomas

...whatever is moved is moved by something else and the chain of movers has to have a first (and thus unmoving) link, since without it no second and therefore no subsequent movements would be possible.

or

...an infinite regression in the concatenation of causes is inconceivable since no second cause and thus no cause at all, could have operated if the first un-caused cause had not started the succession.

or

...all finite things, that is all things we can perceive, are contingent; this means they might exist or not..if so, they cannot be everlasting and there must be a period of time when they do not exist. Therefore, the whole collection of contingent things (including some things even harder to prove than the existence of God, like spirits. MFR) could not conceivably exist had it not been created by a non-contingent, necessarily existing cause.

or

...Nature is so obviously dominated by a purposeful harmony that we cannot fail to perceive behind it the powerful mind of a wise organizer.

or Descartes marvelous idea

...in his own mind the concept of infinity and perfection (exist) and since his mind is clearly imperfect and limited (the very act of doubting reveals it, if indeed evidence is needed), it could not possibly have fabricated this concept from its own resources. Consequently the idea of the infinite being had to be implanted in the human mind by another and more powerful mind; considering the effect has to be commensurate to the cause, such a concept could not have been formed if an infinite mind actually existing had not put it there.

or Anselm

God is a being nothing greater than which can be conceived; to suppose that God exists merely in our mind and not in reality, would amount to stating that he is not the greatest being conceivable because to exist really is greater than to exist in mind only. Whoever accepts this concept of God and denies his existence contradicts himself, since to deny God's existence is to reject the definition of him as the most perfect being conceivable, and thus an existing being.

We cannot think of God as an imaginary entity once we know what it is to be God: viz. a being which cannot not exist.. and if God is possible, God is necessary.

For me, the arguments do not hold. The mystics do. But one final quote sums it all up:

In attributing the property of truth to an utterance we presume that something is the case as stated in the utterance and that it is the case whether or not the utterance is ever or ever will be made,

whether or not its truth is ever or ever will be confirmed; what is truth is so irrespective whether we know or ever will know that it is true, whether or not we think of it; whether or not we exist, whether or not any cognitive acts occur now or ever.

The existence of God, for me, can only be proven by experiential modes not by rational ones. The Hari-Krishnas speak of God-consciousness and Karl Jaspers seems to understand that concept as well

Nowhere in the world can God be found. He escapes embodied presence and perception. His reality is not in space and time. His existence cannot be demonstrated. His reality, if it is, has to be of a radically different character from the reality of the world. No science in the sense of a universally valid God-cognition develops from thinking of God, no cognition which might investigate the object, "God." For there is no God to the knowledge.

Ireneus, so long ago, said it also

... He who cannot be grasped or comprehended or seen makes himself seen, comprehended and grasped by those who believe, that he may give life to those who grasp and see him by faith... True life comes from partaking in God; and to partake in God is to know him and enjoy his goodness.

TO WHOM IT MAY CONCERN:

Will you please send transcripts for

Marjorie F. Ragona
SS # [REDACTED]

to Springhill College
4000 Dauphin Street
Mobile, Ala. 36608
Att: Dr. B. Stafford
Dept. of Education

Enclosed is my check for \$5.00. If more is required, please call me collect at (205) 476-9142.

Thank you for your rapid reply, since this is in regard to a teaching position in the Mobile area and is needed for certification.

Very sincerely yours,

Rev. Marjorie F. Ragona
55 No. Reed Avenue
Mobile, Ala. 36604

mfr

July 24, 1986

ORLEANS PARISH SCHOOL BOARD
NEW ORLEANS, LOUISIANA

TO WHOM IT MAY CONCERN:

Because I am seeking certification in the State of Alabama, I am in need of a statement that I taught in the New Orleans schools for at least three years. To the best of my recollection, I taught at Thomas Jefferson School (under Miss Mirium Mumme and Mr. James Bonck) for two years and at Robert R. Moton School (under Mrs. Rosemary St. Cyr Smith) for two years, between 1967 and 1973. I would appreciate having this verified and a statement sent to:

Springhill College
4000 Dauphin Street
Mobile, Alabama 36608

Att: Dr. B. Stafford
Dept. of Education

I would appreciate also having a copy of same sent to me at:

Rev. Marjorie F. Ragona
57 North Reed Street
Mobile, Ala. 36604

If there is any cost for this, please advise me as rapidly as possible, so that I can attend to it.

Very sincerely yours,

Marjorie F. Ragona


mfr

Boston University
School of Theology
Att: Director of Admissions

Dear Friend:

I was a student in the BUSTh about 4 years ago, and recognize that I still have a bill outstanding. This will be paid within the next six months as I finally have a remunerated position.

I am interested in finding out what courses I did take while I was at BU so that I can plan further course work in this area.

Can you send me an unofficial transcript of my courses, with the understanding that it is for private use, not an official transcript of grades, etc.

Thanks for your help.

Rev. Marge Ragona
55 No. Reed Avenue
Mobile, Ala. 36604

mfr

TO WHOM IT MAY CONCERN:

Will you please send transcripts for

Marjorie F. Ragona
~~REDACTED~~

to Springhill College
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4000 Dauphin Street
Mobile, Alabama 36608

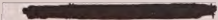
Att: Dr. B. Stafford
Dept. of Education

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Mobile, Ala. 36604

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Very sincerely yours,

Marjorie F. Ragona


mfr

APTITUDE TEST

TEST DATE		VERBAL	QUANTITATIVE	ANALYTICAL*
MO.	YR.			
02	78	740	440	550

*not provided before 10/77

ADVANCED TEST

TEST DATE		CODE	TOTAL SCORE	SUBSCORES		
MO.	YR.			SS1	SS2	SS3

ADVANCED TEST CODES

24 Biology	57 History
27 Chemistry	64 Literature in English
29 Computer Science	67 Mathematics
31 Economics	71 Music
34 Education	74 Philosophy
37 Engineering	77 Physics
44 French	79 Political Science
46 Geography	81 Psychology
47 Geology	87 Sociology
52 German	91 Spanish

GRE

REPORT OF
SCORES

STUDENT'S
COPY

Graduate School score recipients from registration form only. Additional score report requests will be acknowledged separately.

THIS REPORT IS NOT VALID FOR TRANSMISSION OF SCORES TO AN INSTITUTION.

CODE SCORES REQUESTED

6832-0	1	} 1=All scores 2=Aptitude only 3=Advanced only
3095-7	1	
3087-4	1	

If the code for SCORES REQUESTED shows a "2" and no Aptitude Test scores appear on this report or a "3" and no Advanced Test scores appear, your score report HAS NOT BEEN SENT to the institution whose code appears on that line. If a delay in ETS processing has caused this situation, your report will be sent to the affected institution as soon as the delayed score is available. If, however, this situation reflects your error in designating which scores should be sent, you may correct it by submitting a new Additional Score Report Request Form to ETS.

MARJORIE F RAGONA

5 JUNCTION STREET

PROVIDENCE

RI 02907

See reverse side for Advanced Test subscore names and information regarding interpretive materials.

INTERPRETING YOUR SCORES

For information on interpreting your Aptitude Test scores, consult folder *What Your GRE Aptitude Test Scores Mean* enclosed with this score report. If you took an Advanced Test, refer to the descriptive booklet you received with your admission ticket prior to testing. The interpretive information you receive and supplemental data, such as Aptitude Test score distributions by intended graduate major field, are provided to institutional score recipients. If you have questions about your scores, see your dean or adviser.

CONTENT OF YOUR SCORE REPORT

This report should include your three most recent Aptitude Test scores and three most recent Advanced Test scores from a maximum of five test dates (including any for which you registered but were absent) provided they all were earned within three consecutive academic years (October 1 through September 30). PLEASE CHECK THIS REPORT FOR COMPLETENESS AND WRITE TO THE ADDRESS SHOWN BELOW IF THERE IS ANY ERROR. Analytical scores are not provided for Aptitude Tests taken before October 1977.

ADVANCED TESTS WITH SUBSCORES

<u>Test Codes</u>	<u>Test Names</u>	<u>Subscore Numbers</u>	<u>Subscore Names</u>	<u>Test Codes</u>	<u>Test Names</u>	<u>Subscore Numbers</u>	<u>Subscore Names</u>	<u>Test Codes</u>	<u>Test Names</u>	<u>Subscore Numbers</u>	<u>Subscore Names</u>
24	Biology	1)	Cellular and Subcellular Biology	46	Geography	1)	Human Geography	71	Music	1)	Theory of Music
		2)	Organismal Biology			2)	Physical Geography			2)	History of Music
		3)	Population Biology	47	Geology	1)	Stratigraphy, Paleontology, and Geomorphology	81	Psychology	1)	Experimental Psychology
37	Engineering	1)	Engineering			2)	Structural Geology and Geophysics			2)	Social Psychology
		2)	Mathematics Usage			3)	Mineralogy, Petrology, and Geochemistry	91	Spanish	1)	Interpretive Reading Skills
44	French	1)	Interpretive Reading Skills							2)	Peninsular Topics
		2)	Literature and Civilization	57	History	1)	European History			3)	Spanish-American Topics
						2)	American History				

INSTRUCTIONS FOR DESIGNATING SCORE RECIPIENTS

See the *GRE Information Bulletin* for institution codes and department codes. If any institution codes are not listed, leave the code boxes blank and complete the remainder of the requested information. In the boxes labeled "Rept.," enter one of the following numbers for each institution you list:

- ☐ 1 If you want ETS to send both your Aptitude Test and Advanced Test scores to the institution.
- ☐ 2 If you want ETS to send only your Aptitude Test scores.
- ☐ 3 If you want ETS to send only your Advanced Test scores.

GRE ADDITIONAL SCORE REPORTING

- Subject to your instructions as described above, the score reports you request to be sent to graduate schools or fellowship sponsors will routinely include the scores that appear on the attached Report of Scores. If you would like to have scores reported that were earned more than two academic years prior to your most recent test date, enter the earlier test dates in the shaded boxes on the reverse side.
- Once this form is submitted, additions, deletions, or revisions of the score recipients listed may not be made.
- This form is not transferable to another person and may not be used for requesting services in other ETS programs.

COMPLETE OTHER SIDE AND MAIL TO:

**Graduate Record Examinations
Educational Testing Service
Box 955-TR
Princeton, New Jersey 08540**

GRE ADDITIONAL SCORE REPORT REQUEST

Use this form only if you want your GRE scores sent to additional recipients. Incomplete forms or forms received without correct fees will be returned.

RAGONA		MARJORIE F		0119222
LAST NAME		FIRST NAME	M.I.	REGISTRATION NUMBER
FEB 1978	1	00	RAGOMF0061300	
TEST DATE FOR WHICH REGISTERED	APT.	ADVANCED	ETS USE ONLY	
	TESTS REGISTERED			

DO NOT WRITE IN THIS SPACE.

Check amount enclosed:

- ☐ \$3
☐ \$6
☐ \$9

Make remittance payable to GRE.

DO NOT SEND CASH OR STAMPS.

YOUR PRESENT ADDRESS: Print your present address only if it is different from when you last took the test.

P.O. BOX OR STREET ADDRESS																											
Enter code here ONLY if you do not have a U.S. ZIP code.																											
CITY														STATE				ZIP CODE				FOREIGN COUNTRY CODE					
SEE PAGE 30 IN BULLETIN.																											

See GRE ADDITIONAL SCORE REPORTING on the reverse side of this form.

SCORE RECIPIENTS: See reverse side for instructions.	INSTITUTION CODE						DEPT. CODE		REPT.	INSTITUTION OR FELLOWSHIP SPONSOR	DEPARTMENT
	R										
	R										
	R										

Month	Year

The State of California

issues this

Substitute Teaching Credential

to

MARJORIE F. RAGONA

Type EMERGENCY

Class Substitute

Authorizations To serve as a substitute teacher for not more than 30 days for any one teacher in a school year in grade(s) and classes shown below.

Renewal Not Renewable

Grades—Preschool, Grades 1-12, and adult classes

Valid 09-15-80 - 06-30-81

Restrictions For substitute service in all school districts in/and county of **Ventura.**

Francisco Jiménez
CHAIRMAN, COMMISSION FOR TEACHER
PREPARATION AND LICENSING



Michael W. Kirst
PRESIDENT, STATE BOARD OF EDUCATION

Peter L. Lo Presti
EXECUTIVE SECRETARY, COMMISSION FOR
TEACHER PREPARATION AND LICENSING

William J. Flores
SUPERINTENDENT OF PUBLIC INSTRUCTION
SECRETARY, STATE BOARD OF EDUCATION





**INTERPRETING YOUR
GRE ANALYTICAL
ABILITY SCORE**

547-5201

Beginning with the October 1977 national administration of the Graduate Record Examinations, the Aptitude Test contains sections designed to measure analytical ability as well as sections that measure verbal and quantitative ability. The new analytical ability measure is the result of an extensive research and development effort to broaden the Aptitude Test and thus enable students to demonstrate a wider array of academic talents than was measured by the test before.

A GRE score has meaning only when it is compared with the scores of others who took the test. The GRE Program supplies norms tables to students and institutions to enable them to interpret individual scores. These tables are ordinarily based on the scores of all students who have taken a GRE test within a three-year period. This is, of course, not possible in the case of the analytical ability measure, since the first scores to become available are those generated in October 1977.

The norms table in this folder is based on the scores of all students who took the Aptitude Test at the October 1977 administration. Historically, students who take the Aptitude Test at the October administration of any year have higher verbal and quantitative ability

scores, on the average, than the entire group of examinees who take the test during the year. The same will be true of analytical ability scores. This means that your percentile rank based on the October 1977 norms is likely to be lower than it would be if the norms were based on student performance over a full year or over a three-year period.

The October 1977 norms table includes data on verbal, quantitative, and analytical ability scores. The reason for including all three scores is to enable you to appraise the magnitude of the "October effect" mentioned in the preceding paragraph. You can do this by looking up the percentile rank of your verbal and quantitative ability scores in the October norms table and also in the three-year norms table in the other folder, *What Your GRE Aptitude Test Scores Mean*, that accompanied your score report. Thus, for example, a verbal ability score of 500 stands at the 51st percentile rank in the three-year norms table, but only at the 47th percentile rank in the October 1977 norms table. No such comparison is possible in the case of your analytical ability score. An analytical ability score of 500 stands at the 41st percentile rank in the October 1977 norms, but you may reasonably expect that when full-year norms—and, later, three-year norms—become available, an analytical ability score of 500 will have a higher percentile rank.

The normative data in this folder and additional interpretive information are made available to graduate schools, fellowship sponsors, and other users of GRE scores. They are urged to use the three-year norms for interpreting verbal and quantitative ability scores, and to bear in mind that the October 1977 data on analytical ability scores are tentative and should be used with caution until more information on the new measure becomes available.

**Aptitude Test—Tentative Interpretive Data
Based on the Performance of Examinees Tested
in October 1977**

**Percent of Examinees Scoring Lower
than Selected Scaled Scores**

Scaled Score	Verbal Ability	Quantitative Ability	Analytical Ability
820		99	
800	99	98	
780	99	97	
760	98	95	
740	96	94	99
720	95	91	97
700	93	90	93
680	91	86	90
660	87	82	85
640	84	79	80
620	80	74	74
600	76	71	70
580	71	64	63
560	66	59	58
540	60	54	53
520	55	46	47
500	47	42	41
480	43	35	37
460	35	30	31
440	31	25	28
420	25	21	24
400	21	16	19
380	16	13	16
360	12	10	14
340	10	8	11
320	7	6	8
300	5	4	7
280	4	4	5
260	3	2	3
240	1	2	2
220	1	1	1
Number of Examinees	54,903	54,903	54,903
Mean Score	503	525	513
Standard Deviation	126	133	129

National Teacher Examinations—Report of Scores

CANDIDATE'S COPY

* CODES FOR TEACHING AREA EXAMINATIONS:

- | | | | |
|---------------------------------------|--|-------------------------------------|---|
| 01 Education in the Elementary School | 06 Mathematics | 11 Music Education | 30 Reading Specialist – Elementary School |
| 02 Early Childhood Education | 07 Chemistry, Physics, and General Science | 12 Home Economics Education | 31 Media Specialist – Library & Audio-Visual Services |
| 03 Biology and General Science | 08 Social Studies | 13 Art Education | †32 Education of Mentally Retarded |
| 04 English Language and Literature | 09 Physical Education (Prior to Feb. 1969) | 14 Men's Physical Education | †33 Speech Pathology |
| 05 Industrial Arts Education | 10 Business Education | 15 Women's Physical Education | †34 Audiology |
| | | 16 Speech – Communication & Theatre | †40 Education in an Urban Setting |
| | | 17 French (Only January & April) | †Introduced in January 1971 |
| | | 18 German (Only January & April) | |
| | | 19 Spanish (Only January & April) | |

Other Teaching Area Exam Codes designate special tests not offered in the regular NTE program.

REGISTRATION
NUMBER

085271

TEST DATE

JUL 71

COMMON EXAMINATIONS

77	300	78	81	70	463	763
Test Score	Weighted Subtotal	Written Eng. Exp.	S.S., Lit., & F.A.	Science & Math.	Weighted Subtotal	Weighted Common Exam. Total
Professional Education		General Education Tests				

Full titles of the COMMON EXAMINATIONS and descriptions of the various scores may be found on the reverse side.

01	790	1553
Code*	Score	COMPOSITE NTE SCORE
TEACHING AREA EXAM		

MARJORIE L RAGONA

5314 LAUREL ST

NEW ORLEANS LA 70115

SCALED SCORES are reported for the Common Examinations and the Teaching Area Examinations. The enclosed NTE Interpretation of Scores leaflet enables a candidate to compare his scores with those of others who have taken the tests.

Two WEIGHTED SUBTOTAL SCORES are obtained for the Common Examinations:

The Professional Education Test Score is multiplied by the weight given for the test in the table at the right.

For the General Education Tests, each test score is multiplied by the weight given. The sum of these three products constitutes the Weighted Subtotal.

The WEIGHTED COMMON EXAMINATIONS TOTAL SCORE is the sum of the two Weighted Subtotal Scores.

The COMPOSITE NTE SCORE is the sum of the Weighted Common Examinations Total Score and the Teaching Area Examination Score.

ADDITIONAL COPIES OF THIS REPORT will be sent to school systems or colleges at the request of the candidate. Use the attached form for transcript service.

Table of Weights Used in Computing the
Two Weighted Subtotal Scores

For the Professional Education Test.....3.9

For the General Education Tests:

Written English Expression.....1.1

Social Studies, Literature, and Fine Arts.....2.5

Science and Mathematics.....2.5

USE THIS FORM ONLY IF YOU NOW WISH YOUR SCORES REPORTED TO ADDITIONAL COLLEGES OR SCHOOL SYSTEMS NOT PREVIOUSLY LISTED ON YOUR REGISTRATION FORM.

See Code List on gray-striped pages in *Bulletin of Information*. If the college or school system is not listed, print its full name and the city and state in which it is located.

CODE

COLLEGE or SCHOOL SYSTEM

A \$1 SERVICE FEE IS CHARGED, PLUS \$1 FOR EACH COLLEGE OR SCHOOL SYSTEM NAMED ABOVE TO RECEIVE SCORE REPORTS.
ENCLOSE A CHECK OR MONEY ORDER PAYABLE TO:

PRINT YOUR NAME AND ADDRESS BELOW.

NATIONAL TEACHER EXAMINATIONS

MAIL THIS COMPLETED FORM TO:

NATIONAL TEACHER EXAMINATIONS
EDUCATIONAL TESTING SERVICE
BOX 911
PRINCETON, NEW JERSEY 08540

FIRST NAME

MIDDLE INIT.

LAST NAME

NUMBER AND STREET

CITY

STATE

ZIP

National Teacher Examinations

PLEASE USE THE REVERSE SIDE OF THIS FORM IF YOU NOW WISH YOUR SCORES SENT TO INSTITUTIONS NOT LISTED ON YOUR REGISTRATION FORM.

Your test scores have been reported to the institutions listed below. If the entries are not in agreement with those requested on your Registration Form, please check the box to the left of the incorrect entry, enter the correct name here and return this form to National Teacher Examinations, Educational Testing Service, Box 911, Princeton, New Jersey 08540.

College or School System

Location

CANDIDATE'S NAME

MARJORIE L RAGONA

✓ COLLEGE or SCHOOL SYSTEM

TULANE UNIVERSITY OF LOUISIANA
ORLEANS PARISH SCHOOLS LA
TULANE UNIVERSITY OF LOUISIANA

REGISTRATION NO.

085271

TEST DATE

JUL 71

ETS USE ONLY

RAGONML20613

* NOTE: A score report was sent to the institution you designated, although it was not listed in the *Bulletin*. Do not correct this entry.

THE BOARD OF EXAMINERS HAS RECOMMENDED THAT A LICENSE BE ISSUED TO
YOU AS A RESULT OF THE JUN 1974 EXAMINATION FOR,

*****TEACHER COMMON BRANCHES DES*****

MAX WEIGHT	60%	40%	100%
TYPE TEST	WRITTEN	INTERVIEW	FINAL
YOUR RATING	49.80	36.00	85.80

MRS MARJORIE L RAGONA
261 PROSPECT PK W
BKLYN NY

V=5% VET PREF. INCLUDED
D=10% DISABLE VET PREF.

SUBJECT TO, 1.PASSING THE PHYSICAL & MEDICAL TEST 2.INVESTIGATION
OF RECORD AND EXPERIENCE AND TO VERIFICATION OF ELIGIBILITY AND EXA
MINATION RATINGS 3.MEETING MINIMUM REQUIREMENTS BY FEB 1,1975
4.MEETING PREPARATION REQUIREMENTS IN FULL BY FEB 1,1980

DEC 15, 1975

Your name has therefore been placed on the appropriate eligible list with the final standing given as of above date. However, if the date for meeting minimum eligibility requirements is later than the above date, the license will be issued to you by the Superintendent of Schools as of the date for meeting minimum eligibility requirements. The license will be mailed to you by the office of the Superintendent of Schools at the appropriate time or as soon thereafter as practicable.

Your attention is especially drawn to the conditions, if any, under which the license will be issued and which are set forth on the reverse side of this notice in the paragraph beginning with "Subject to ----."

Any change of address should be reported both to the Board of Examiners and to the Division of Appointment and Records, 65 Court Street, Brooklyn, N. Y. 11201. All inquiries concerning listing and appointment should be addressed to the latter division.

The Board of Examiners extends to you its congratulations on having passed the examination and wishes you success in your career.

(over)

Very truly yours,
BOARD OF EXAMINERS

**WHAT
YOUR
GRE
APTITUDE TEST
SCORES
MEAN**

1977-78

THE NATURE OF GRE APTITUDE TEST SCORES

GRE Aptitude Test scores are reported as three-digit numbers ending in zero. Three scores are reported: verbal ability, quantitative ability, and analytical ability. The possible range for each score extends from a low of 200 to a high of 900. If no questions contributing to a score are answered, the minimum score of 200 is reported.

The scores reported are scaled scores developed from students' raw scores, or the number of correct answers minus a fraction of the wrong answers. The results of all administrations of the GRE Aptitude Test are reported on the same scale. Scores represent positions on this scale, not positions in current test-taking groups. That is, a verbal ability score of 550 earned in 1966 represents the same position on the scale, or the same level of performance on the test, as a verbal ability score of 550 earned in 1977. By the statistical process

of equating, the differences among various forms of the Aptitude Test are taken into account when the raw scores are converted to scaled scores. This makes it possible to compare the performance of students who have taken different forms of the test.

INTERPRETING YOUR GRE APTITUDE TEST SCORES

GRE Aptitude Test scores have meaning only when they are compared with those of other students taking the test. The table in this leaflet gives data for the verbal and quantitative ability scores received by all students who took the Aptitude Test between October 1, 1973, and September 30, 1976. A separate table accompanying this leaflet shows tentative data for interpreting the analytical ability score based on the performance of students tested at the October 1977 administration of the newly restructured Aptitude Test.

The relative standing of a GRE score with respect to an appropriate test group is expressed as a percentile rank—the percent of students in the group who scored lower than that scaled score. Although a given score represents approximately the same level of ability regardless of when it was earned, its relative standing (percentile rank) will vary depending on the scores of the group with which it is compared. For example, a quantitative ability score of 640 was at the 75th percentile among the students tested between 1964 and 1967 and is at the 80th percentile among the students tested during the 1973-1976 period shown in the table in this leaflet. You can find the relative standing of your own Aptitude Test scores by referring to this table and the one accompanying the leaflet. At the bottom of each percentile rank column is the mean, or average, score earned by all the examinees in the specified reference group. Since scores are not combined for reporting, statistical tables for interpreting combined scores are not available.

Institutions and fellowship sponsors receiving your scores are sent the interpretive information you receive and additional data such as the percent distribution of GRE Aptitude Test scores for seniors and unenrolled

college graduates classified by intended graduate major field. The data are updated periodically. Some graduate schools or fellowship sponsors may prepare special data based on the scores of their own applicants or previously accepted students. Institutions usually use current data for comparing the scores of all applicants being evaluated in a given year regardless of when the scores were earned.

THE ACCURACY OF TEST SCORES

The scoring of all Graduate Record Examinations is checked carefully to detect and correct any clerical or mechanical errors. It is important, however, to realize that any test score is at best an approximate measure of ability or of knowledge in a given field. All test scores are subject to error that results from the measurement process itself. If you could take the same test many times in the same day, your scores would vary somewhat even if the advantage of repeating the test were eliminated and fatigue could be prevented. The average of all these scores may be thought of as your "true" score. Thus, test scores should be regarded as falling within a range of scores rather than as precise measures.

The probable variation of scores actually obtained above or below the true score on each GRE test is computed by a statistical formula. Graduate schools are provided with this information to help them understand the degree of imprecision in test results.

The probable variation of the scores you attain from your true scores should be kept in mind if you have repeated a GRE test. The less-than-perfect reliability of the test may in itself account for upward or downward variations in your scores.

SHOULD YOU REPEAT A TEST?

It is sometimes reasonable to repeat a test. For example, you might think your scores inconsistent with other evidence of your academic ability—your college

grades and scores on other tests—or you might feel, for various reasons, that you did not do as well as you could have. It is sometimes necessary to repeat the GRE because a university or fellowship sponsor requests more recent scores than you have on record.

However, some students take the tests again when it is neither wise nor necessary. Even though, on the average, those retaking a test can be expected to improve their scores slightly, in some cases substantial score declines occur. You should not repeat a test unless you are sure there is good reason to do so.

If you do take the GRE more than once, it is important to remember that the institutions to which you apply may have to decide which of your scores to use in comparing you with other applicants. Institutional practices vary in this respect. In evaluating GRE scores as one factor in their admissions or fellowship decisions, some use the most recent scores, some the highest, and others average the scores earned in several tries.

HOW GRADUATE SCHOOLS USE GRE SCORES

Although many graduate schools use GRE scores as an aid in assessing the qualifications of applicants for admission or for financial aid, practices vary widely from one school to another and, at some, from one department to another. For example, the relevance of test scores as measures of the qualities necessary for successful graduate study in many departments may vary. Some schools and departments require scores on the Aptitude Test only, some ask just for Advanced Test scores, and others require both. Since the analytical measure has been introduced into the Aptitude Test only this year, analytical scores are likely to be used very cautiously until more data on their relationship to graduate school performance accumulate.

Practices vary with respect to the emphasis given scores. The GRE Program staff knows of no graduate school or department that bases its admissions decisions on GRE scores alone. Although some have established minimum test scores and undergraduate aver-

**Aptitude Test—Interpretive Data Based on the
Performance of Examinees Tested between
October 1, 1973 and September 30, 1976**

**Percent of Examinees Scoring Lower
than Selected Scaled Scores**

Scaled Score	Verbal Ability	Quantitative Ability
800-900	99	99
780	99	98
760	99	96
740	98	95
720	96	93
700	95	90
680	92	87
660	89	84
640	86	80
620	82	76
600	78	72
580	73	67
560	68	62
540	62	58
520	56	52
500	51	46
480	45	41
460	39	36
440	33	31
420	28	26
400	23	22
380	19	18
360	15	14
340	12	11
320	9	9
300	7	6
280	5	4
260	3	3
240	2	2
220	1	1
Number of Examinees	894,920	894,920
Mean Score	492	509
Standard Deviation	126	137

ages for acceptability, at many others a high undergraduate average compensates for low test scores and vice versa. The most common and best practice is to consider test scores as supplementary to evidence such as the student's undergraduate record, letters of recommendation, and other information indicative of fitness for graduate study. In other words, GRE scores are to be used as only one piece of information in the selection process.

Some graduate schools or individual departments admit all applicants considered qualified for graduate study. However, at many graduate schools, the volume of applications is so great that only some of the best qualified are accepted. Since institutions' requirements, standards, and applicants vary, credentials acceptable at one may not be adequate at others. A verbal ability score of 500 may be satisfactory in one instance and 600 too low for eligibility in a more competitive situation, just as a *B* average in undergraduate work may be acceptable at one institution and too low for another. Consult your dean, adviser, or the graduate school you wish to attend for further guidance about test scores.

SCORE REPORTING SERVICE

Score reporting service is available from ETS until September 30 following the twentieth anniversary of your test date. To have your scores sent to recipients you did not designate on your Registration Form, use the Additional Score Report Request Form attached to your score report or one attached to the Admission Ticket you previously received. Refer to the *GRE Information Bulletin* for score reporting codes.

